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# THE ALUMNI QUARTERLY

OF THE  
ILLINOIS STATE NORMAL UNIVERSITY

VOLUME III      AUGUST, 1914      NUMBER 3

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# THE ALUMNI QUARTERLY

OF THE

## ILLINOIS STATE NORMAL UNIVERSITY

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# *The Alumni Quarterly*

OF THE I. S. N. U.

Volume III

AUGUST, 1914

Number 3

## OUR GUEST OF HONOR

JOHN W. COOK

Mr. President, Ladies and Gentlemen:

Again the year rounds and again we meet to do honor to the "old lady of the campus." We do not forget that we honor her in whatever we do that serves our noble commonwealth, yet we desire to be more explicit in our praise and more demonstrative in our affection. I wish to assure you of my appreciation of the honor that you have conferred upon me in asking me to serve in this capacity. It is another of the many delightful courtesies that I have received at your hands. I have occasionally tried to imagine what would have been in store for me if some influence that I am now entirely unable to trace had sent me to some other institution and, in consequence, to some other profession. There is large ground in the suggestion for speculation. If the time should ever come when I shall have leisure I may indulge the disposition to run it out.

But we have a brief evening and a long program. I will therefore, proceed to the more important matters of the occasion.

The theme that you have assigned me is altogether to my liking—"The Guest of Honor."

The year 1857 is memorable in the annals of mankind for several things. Two of them are of special interest to us. The institution that mothered us was born on the eighteenth day of the second month, and sixty-five days later our distinguished friend honored "Old Jersey" by selecting it as the place of his birth. After a rather brief residence he wisely concluded that he needed a larger field for the exercise of his ambition so he persuaded his parents to emigrate to America. Like all people of wise discrimination, he selected the Mississippi valley as the general theater of action. Like all persons of unusually superior discrimination he selected that rarest portion of the Mississippi valley, the home of the Illini, "the MEN."



On his second birthday he somewhat surprised his parents by reciting the names of all of the members of congress, with the majorities by which they had been elected. When he entered school, at the mature age of six, he entertained the teacher by naming the counties of his adopted state in geographical order, with the names of the members of the Boards of Supervisors in each one under township organization and the names of the members of the county courts in the remainder, with an explanation of the reason for the retention of that archaic system of government. The later prodigies of memory were so common as to be regarded as a matter of course, hence they were not recorded in the family Bible.

It would be more interesting than a fairy tale to follow his career for the next ten years. Unhappily the facts are not at hand. It would be as easy as lying to write them accurately by inference, but I leave the easy task to your imagination. The only thing in the problem that gives me pause is to understand what his teachers could find that would give him any of that intellectual stress that was so earnestly desired by the schoolmaster in the days of the dominion of the doctrine of effort. At sixteen he was at Blackburn University where he made an easy run of three years. Three years sufficed to put him through Michigan as a "double first." Soon after he became a schoolmaster. He was serving in that capacity when I first met him. There was a teachers' institute at Carrolton and he was one of the "big-wigs" that were illustrating the situation. I was greatly impressed by the young fellow and when I went home I suggested to Dr. Hewett that when he was in need of a teacher he had better go and get one who was worth while, and that he would find him down in Greene county, unless some one seized him first. It was not very long before an opening occurred and Dr. Hewett made the venture. But the young man had married a wife and could not be induced to break home ties. A few years later the teacher of mathematics was promoted to the presidency and then he came. Since then you have known about him.

For nine very pleasant years he and I worked side by side. Our homes were near each other so we went to and fro in what was to me a delightful companionship. I relied upon his judgment and advice as much certainly as upon that of any other of my associates.

And now I want to say something of what is in my mind regarding his service to the Normal School and thereby to the State of Illinois.

I have now been a school teacher for a half-century less a year.

In that period, so long in the forward look and so short in retrospect, I have known thousands of teachers. Among the thousands there have been a few that I regard as pre-eminently great. In the list I include Richard Edwards, Ruth Morris, Lida B. McMurry, and a dozen or so more—and David Felmley. And it is my sober conviction after these years of observation and reflection that there is nothing greater. I sincerely regret any condition of things that seems to make it necessary to leave to others what he can so rarely do himself. After all is said about desirable buildings and superior equipment and beautiful grounds and all of the rest it still remains that the worth of an institution is to be determined by what goes on in its class rooms. It has been the ambition of my life to be a good teacher. I would far rather be accounted as worthy of a place among the “pre-eminents” in that profession than in any other that I have knowledge of. I have long since surrendered such a hope so I may speak freely about it to my fellow alumni, all of us being at least **good** teachers. It would, therefore, be a source of genuine satisfaction to me to learn that my friend had found a place in his busy life to continue to show to the students of the Normal School what really good teaching is.

And I need not say here what all of you know about the ambition of this man to excel. He does not propose to be surpassed by anybody in any situation in life. I am not saying that he is not a good loser, for he would be, I think, if the occasion should ever arise when such a virtue would be needed in his practice—a rather doubtful probability. If you should be looking for him you need not bother yourself about the middle of the procession, much less anything behind it. Go up to the front and there you will find him with his blood up and his nerves strung and a look on his face that will not be easy for you to misunderstand. I used to say to him occasionally in those days of easy communication and free intercourse and affectionate comradeship, “David, your besetting sin is a lack of ambition for place. Here you are filling up a Normal professorship until it runs over on all sides. You should be at the head of some first-class university or, at least, of a department of economics in such an institution, and with a salary of not less than five thousand dollars a year.” I wish to have all such remarks expunged from the records and I herewith give notice of a motion to that effect. He always insisted that he had the ambition and in sufficient quantity to satisfy all of the equities, but that his principle was “one world at a time.”

Further: I have always regarded his appearance at Normal as an epochal event in the history of that institution. If you will examine the tracks that the old lady has made in the snow you will discover shortly after the year of grace, 1900, a deviation from the old lines. There was not a sharp angle, but there was a curve. It is true that there had been something in the way of transfusion of blood by the introduction into the faculty of men and women who had not been identified with the earlier history of the institution. Jones had come and Colton and Barton, and Miss Hartman and Mrs. Haynie, after twenty years in the high school had been transferd to the Normal school, and Ruth Morris and Seymour. After that the changes went on along the same line quite rapidly. Although several were recald they had radically oriented themselvs by walking toward all of the points of the compass after their graduation. De Garmo had come back with a head full of German pedagogies, but he had left after making a mark on the school that it was not soon to lose. Then came Felmley and Miss Colby, and Manchester and Frank McMurry and Charles Van Liew and Holmes. The old regime was strong enough to make the transformation gradual, but it went on all of the time. In 1899 the curve changed to a sharp angle. Had it not been for a situation that I need not here discuss, the curve would have continued as a line of grace because David Felmley would have been president a year earlier than he was. I am willing to accept whatever of blame attaches for the selection that was made and I desire whatever of praise is due for it. The matter was put into my hands so far as a nomination was concernd, but there was a governor and a lot of republican politicians who had been scared out of their wits a few years before.

Happily, in 1900 matters were properly adjusted. The institution resumed the conservativly progressiv growth that had characterized it. From that day to this the spirit of cosmopolitanism has more and more developept. I must not be regarded as passing criticism in any way upon the events of 1899-1900. I know but little of what was doing at Normal for I had my own troubles.

We are here tonight to renew our congratulations to you, sir, and to each other. You have done a great work. We have followed you in your upward flight as sympathetically and as admiringly as Macawber followd the course of that other David who was his ideal of excellence.

There is a school where the "Old Normal" is a familiar theme.



In fifteen years it has come to something of influence for at the end of this year it will have a body of 1150 alumni on its lists. I go to my old home occasionally to reset my watch and they hear the story of the new achievements and they cheer them to the echo. All considerations appeal to me to wish you health and strength to continue your triumphant career—loyalty to a school in which I spent thirty-six years of my life; loyalty to you in my capacity of an alumnus; loyalty to a personality that won not alone my admiration but my affection; loyalty to the idea of the professional preparation of the teacher for the supreme task and the supreme opportunity of the modern world.

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## THE ELEMENTS OF EFFICIENCY

DAVID FELMLEY

"Be ye doers of the word, not hearers only." James 1:22.

Conduct is the standard by which a man is measured. The world weighs a man by what he does; it cares little for what he has or what he knows, or what he is, except as these things affect his doing. The one great accomplishment of human life is greatness of conduct.

Conduct does not include the whole of life's activity, it does not include mere behavior, the spontaneous or instinctive reaction to a change of environment. Plants behave, animals behave, so does man, in all instinctive adjustments to situations. It is only man's conscious and purposeful acts and those habitual actions which follow from habits intentionally formed that make up his conduct. Conduct is never accidental, it is achieved.

While conduct, not knowledge or character, is thus the object of direct interest and value, it must not be inferred that character and knowledge have nothing to do with the case. Great conduct springs from greatness of soul. We may as well expect to harvest bellflowers from the wild crab or American beauties from the brier at the roadside as fine achievements from shallow character.

Conduct is personality in action. Hence, to secure good conduct we seek to establish good personal character. All schemes for the education of youth to meet the duties of life, all the efforts of pulpit and press and social workers for the betterment of society aim at right personal conduct. But they endeavor to secure it by building such character as shall guarantee it.

What are the qualities of personality that make for fine conduct? To young people who are finishing a long course of preparation and are eager to take and fill a place in the world's work one answer comes: Efficiency is the quality that counts. And undoubtedly in all the mechanical and practical affairs of the economic world this word expresses the most esteemed virtue.

For action is of value only as it accomplishes the thing for which it sets out. Our well-meant failures may have educational or disciplinary value but none other. Efficiency goes straight to the goal with no side-stepping or waste of energy.

But efficiency is not a single quality, it is in itself a complex. Efficiency implies knowledge. In all enterprises men undertake, a change is wrought—a change in place, a change in the form or composition of material things, a change in position that will give free play to natural forces, a change in physiological function, or a change in the opinions, the beliefs, the habits, and wills of men. In all these endeavors efficiency must depend upon knowledge of the nature of the material with which we deal, of the forces that we may employ, of the laws of their operation, of the obstacles to be encountered, of the positively opposing energies to be disarmed or defeated. Hence, we say the first requisite of an efficient personality is knowledge, definite, accurate, organized knowledge of the material world and of the affairs of men, the sort of knowledge that we call science.

But knowledge must be supplemented by skill in its application. Efficiency implies watchfulness, carefulness, inventiveness, and readiness of appliance. Skill does not come from mere practice in marshaling one's resources of knowledge in solving the present problem. Practice makes perfect only when this practice is dominated and illumined by a love of excellence that holds the worker to his best. There is no fine achievement unless there is joy in the work, an appreciation of its essential worth, and a recognition of the beauty of a fine performance.

But delight in activity and joy in accomplishment cannot exist unless physical vigor and vitality condition the worker. We must admit there are some tasks wrought under the pressure of dire necessity. Pain and suffering have their discipline; yet here it is not so much the evils of the present as the anticipated joy of the coming good that nerve us to effort. Where relief is hopeless the lash of the taskmaster develops no skill, no dexterity, no genius. "No profit cometh where no pleasures taken." Health, bounding robust health, with its exuberance of physical and intellectual energy, its outflow of good spirits, its surging ambitions, is vital to the undertaking, the planning, the execution, and completion of any worthy enterprise. To such vitality and energy arduous things are a perpetual challenge.

But knowledge, skill, interest, and physical vigor do not constitute efficiency in the modern world. They may spell success for the individual worker—the hunter in pursuing his game, the pioneer felling a tree—But service in civilization is a service rendered in co-operation with others. Efficiency in joint service requires certain socialized habits; **politeness**, the great social lubricant, which banishes friction, promotes good feeling, good will, and harmony of action; **punctuality, system, order, and regularity**, which prevent the waste of time and energy, secure united and simultaneous effort, **self-denial, self-control, and industry**, which bespeak resolute singleness of purpose and endeavor to accomplish great ends undisturbed by the solicitations of pleasure, or the petty annoyances that beset us; **obedience, loyalty, justice, kindness** which bring us into relations of helpfulness and genius—co-operation with our industrial and social group—all of these

qualities are of such fundamental and vital importance in all efficient service that we have called them social virtues.

The elements of character and power thus far discussed may seem sufficient for the accomplishment of particular acts. But the efficiency of a life is to be judged not so much by excellence of performance as by the kind of acts undertaken. Are we undertaking things that are really worth while, or are we wasting our lives upon the trivial and inconsequential? Are we in the big movements that make for human progress, or are we, in our ignorance, obstructing the advance? Lessons are taught, speeches are made, books are written, plays are staged, laws are enacted, campaigns conducted, corporations are formed, buildings erected, canals are dug, armies are drilled—all of which considered as isolated achievements are efficient, brilliant, and praiseworthy, but when considered in their social setting, in their actual utility, in their final effect upon the progress of mankind are most lamentable and wicked.

There is the havoc wrought by war, or the near-war state of armed peace in which the world is now living, with its fostering of international suspicions and hatreds, its arrest of social reform, its lowering of national ideals, its degradation of moral character, its wanton sacrifice of life, its trail of sorrow, poverty, and disease, its debasement of the blood of the nation. There is the economic waste wrought by the oily-tongued promoter, who unloads his Florida lands upon us, who sells stock in mines and rubber plantations, and other enterprises conceived in sin and born in iniquity. And along with them the whole brood of parasites who feed upon our industrial world the schemers of every sort, whose sole aim in life is not to create wealth but to get possession of the wealth produced by others. There are the thousand daily evidences of the economic and moral inefficiency of our civilization which has squandered the natural resources of a rich continent, has permitted the strong to prey upon the weak, has tolerated great business interests, whose prosperity depends upon the physical and moral degradation of their victims. The reformers, who are endeavoring to abolish poverty, to ease the burden on the back of toil, to banish disease, to lengthen man's days, to root out vice and sin and misery, to enlighten the mind, to elevate the taste, to enlarge the soul, to enrich human life—the reformers find their chief struggle not against the reluctant forces of nature or even against the weakness and ignorance of wayward humanity, but against other men and women who through folly or wrong-headedness or short-sightedness or sheer selfishness are allied with the legions of iniquity.

For one to choose aright what he shall do, requires knowledge of another order from that needed for the efficient performance of particular tasks. He must have ascended some high mountain and viewed all the kingdoms of the earth; he must know human life, its powers and possibilities, its narrowness, its weaknesses, its limitations; he must see the bonds that fetter the free spirit if he would strike them off. Then he may know something of the relative worth of the ambitions and pursuits of men.

To the state of mind that weighs all things in true and even scales and assigns a just value to each—to this state of mind and heart we give the name culture.

The term culture is used in many and varied senses, often so vague and intangible as to defy definition.

To many of us a cultivated man or woman, is one who has read the best books, who has heard the best music, has seen the finest pictures, has met the best people, has known the finest manners, has traveled extensively with intelligent eye—one who has not only experienced all the best the world presents but who has developed thru their experiences a discriminating taste that recognizes, chooses, and delights in, the noblest products of human genius. This is the culture of taste.

To others the man of culture is he who has built up a world-picture most accurate and comprehensive, who knows the science of our day and appreciates the tremendous changes it has wrought in our modes of living, in our systems of thought, even in our views of life; who comprehends the social unrest of our day, its causes, its historic development, and the economic laws and political conditions that must be reckoned with in an attempt at reform. This information and insight is the culture of knowledge.

There are other elements of culture besides knowledge and good taste. There are moral elements of greater significance than either of these, but the outcome of all true culture is a free self-directing, self-determining personality.

Personality is free when it may do as it pleases, because it pleases to do what reason shows ought to be done. Most men are not free. They are in bondage to ignorance, and cannot know what is best. They are in bondage to traditions, to customs, that prevent clear thinking, they are in bondage to prejudices that blind them, to passing fashions and to public opinion that overawes, to material instincts and passions that overwhelm their judgment, to a love of pleasure that smothers all nobler aspirations.

It is in such rational freedom man finds and recognizes his nature. To accept slavery of any sort is to confess degeneracy. History resounds with the praises of the bold patriots who have gone down to death rather than submit to foreign domination. There are other forms of bondage besides political subjection or chattel slavery.

There are two governing ideas that may be said to rule the actions of mankind, to determine their habits and character, the idea of pleasure and pain, and the idea of the worthy and the unworthy. Every one in his need follows what he enjoys or what he admires.

It is thru the pleasure-pain discipline that animals are trained and slaves managed. Its tendency is always to produce the servile character. The free man acts from within on the suggestion of ideas, the slave is the creature of outward coercion. It is the last and worst curse of personal slavery that it destroys the notions of rights, and with it the sense of duties. The servile life is spent in fleeing from pain or in pursuit of pleasure. A mere pleasure seeker belongs to the same class. A threat or a bribe is the force that makes a tool of both. But he who is truly free is moved by what he reveres. He implicitly submits to what he deeply venerates. He is free because he is ruled by no power that he feels to be an usurper, free because he does what he admires. He takes part offensively and defensively with the just and holy in every war against evil. His self-denial he feels a privilege, not a loss.



And this brings us to our next point. That the efficient personality is not only free to choose the right and skilful to perform it, but he is moved to this choice and this performance by strong emotion.

Plato in his Republic describes an ideal state in which there is a distinct governing class, the philosophers,—men who had attained to the fulness of knowledge and wisdom that would enable them infallibly to choose the right thing. He assumed that if man knew the right he would certainly choose to do it. There can be no greater error. History abounds in examples of communities where art flourished and science was cultivated yet were sunk in the grossest vices. The very development of taste, the growth of the arts, the diffusion of knowledge and the consequent accumulation of wealth seem inevitably to lead to the easy-going, pleasure-loving luxury that is the sure token of national decay.

In the biological conception of an idea, its function is to determine action, but unless emotion seizes upon it, unless desire is aroused, unless, in short, the idea is transformed into an ideal, it is as useless as the bubble on the stream.

Unless there is some dominating motive that, like the main-spring of a watch, shall energize the entire system, polished pinions, jeweled bearings and other perfections of mechanism count for nothing.

This dominating motive colors all conduct, determines its purpose, and its final value. It is this motive that is the significant factor in every personality, prompting and directing its activities. This motive may be especially selfish, or it may be essentially altruistic. It may consciously and deliberately seek to advance the interests and fortunes of the self or it may in self-forgetful devotion to some universal principle, or in generous sacrifice for the happiness of others attain a perfection of spirit, an exaltation of character impossible on any other terms.

The motive of self-aggrandizement takes many forms. In all of them there is a passion to excel, not the excellence that delights in doing things well because they deserve it, but the excellence that delights in surpassing others. It seeks place in church and state not because of the large opportunities for service that comes with high position and large responsibilities, but that it may excite the envy and win the obsequious flattery of men. It seeks pleasure in ostentation, its social gatherings or parades of costumes, jewels, accomplishments, not occasion for the genial flow of friendship. Aiming to enlarge the self not by genuine development from within, but by accretion from without, it esteems possession the chief interest in life.

There are people all about us whose chief characteristic is what they have. They are always spoken of in terms of revenue. Their greatness springs from the affairs of bargain and sale, to which their powers seem apprenticed for life.

If they speak of the past it is to remember their gains and losses; if of the future to anticipate their profits. Their children are called their heirs, and the making of the wills their chief preparation for death.

Possibly in no other age has the pursuit of wealth claimed the energies of mankind so completely as at the present day. The spirit of gain has outstripped every passion and pursuit by which man can be occupied. Not pleasure, nor art, nor glory can call our people away from the temple of mammon.



The excess to which this master passion is carried perverts our just and natural idea of happiness. For that which ought merely to be regarded as the means to certain physical comforts, becomes the object of more intense desire than all blessings, intellectual and moral. We live to get rich instead of getting rich to live.

Day after day we pace around the mill of habit and turn the wheel of wealth. The merry laughter that vibrates through the heart, the music that brings childhood back, the hardship that makes men struggle, the smile of sympathy that greets them for work well done—these are the true nourishment of the human spirit. Knowledge, truth, beauty, goodness, faith, and love, these alone give vitality to the mechanism of existence.

We make money the measure of all things. We make it the measure of knowledge, and rank our courses of study according to their selling value. It is not enough that the mind burns with genuine zeal for the conquest of some new science. It is not enough that study is needed to strengthen the faculties with health, or illumine the imagination with beauty, or agitate the heart with high sympathies. Research and speculation that does not immediately bear fruit that will sell is regarded as an amiable weakness of simple-minded men.

We make it the measure of morality and value most highly regularity, industry and financial honesty, the great moral forces of trade, and slight the generous affections that give grace and charm to life.

We make it the measure of utility and value all truth, all schemes for social betterment, all plans for enriching human life by its effect upon the purse.

So we spend our days in childish struggles for a higher round upon the ladder of fashion, in jealousies that gnaw to the very heart of luxury, in ambitions that sicken and yellow in the shadow of a new want.

Of those who have thus lived to accumulate and enjoy history it is for the most part silent. Not doing the work of joining in the worship of life, but only feasting at its table they drive off into oblivion when the wine is spilled and the lights are out. Belonging entirely to the present they never appear in the past, but sink with weight of wealth into the dark gulf.

History is constructed by a second and nobler class, who prove their right to be here not by what they have but by what they do. To them life is a glorious labor, they do not work that they may rest, but rest that they may work. They leave the tents of ease and advance to lonely enterprise to do battle with the forces of the mighty wrong. Strong in the persuasion that this is God's world, and to do his will the most splendid service, they serve in the severe campaign of justice asking only for a living wage, and scorning the prizes of wealth and praise. Wherever you find such men, whether in the field, in legislative hall or private life, you see the genuine type of the heroic character—the clear mind, the noble heart, the unswerving will pledged all to some arduous and unselfish task; and whether it be with Columbus the discovery of a new continent beyond the western seas, with Washington the founding of a new nation, with Garrison the liberation of an enslaved race, the essential feature is everywhere the same, the man holds himself as the mere instrument in some social reform, commits himself wholly in it. When such men die we have no doubt of their future state; they will find a home in more worlds than one, and find a welcome wherever Almighty Justice reigns.

We are not ashamed as with the man of mere possessions to follow them into the higher reaches of their being and knock at the door of better spheres.

The crowning quality of the great personality is, therefore, the passion for righteousness that surges thru all the channels of his being, that quickens his sympathies, summons his powers, and strengthens his spirit. It is the surest guaranty of efficient service.

I need not tell you that this dedication of human powers to the good of man received its mightiest accession in the life and work of Jesus the Christ. Not only in the years that He went about doing good, but thruout the centuries in the church that He founded and in the souls of men that He has kindled, His spirit has been at the heart of every movement for the amelioration of human suffering, for the enlargement of human life. It abolished slavery from the Western world; it has founded hospitals for the sick, sanitariums for the invalid, asylums for the insane, homes for the orphan, the feeble-minded and the helpless, reformatories for the criminal, it has established discipline and instruction for the ignorant and wayward; it has built the school house and the college; it has fed the hungry, clothed the naked, relieved the wretched, comforted the distressed and today it is demanding laws that shall bring freedom to the slave of evil habits and degrading associations.

As we believe that this is a rational world, a world of law, as we believe that one increasing purpose runs thru the ages, so must we believe that God uses the wills of men to accomplish this purpose. There are men who, after observing the gradual evolution of the earth and its strata, of plant and animal life, of man himself and all his institutions proclaim that all things come to pass in God's good time, and that it is useless for man to exert himself. This form of fatalism is destructive of the noblest impulses that swell in the human breast, the impulses that prompt us to serve our fellow men.

But we need accept no such indolent philosophy. The whole history of mankind shows that God works his ends thru human agencies. All the more important social revolutions may be traced to some one man whose spiritual greatness had force enough to convert generations and constitute an era in the world's life; who preached with power some mighty repentance within the hearts of men, and thus brought nearer that kingdom of heaven for which all men sigh and good men toil. There has never been a forward step in the march of human progress except as it was secured thru the struggles, the sacrifices, and the heroism of "the soldiers of the common good." There has never been a new gospel without its forerunners and its martyrs. The greatest privilege accorded to man is to catch the earliest vision of the divine purpose, a glimpse of the first auroral flashes that usher in the day of the Lord, and to serve as His messenger of light and life. In Proverbs we read that where there is no vision the people perish. If there is no prophet among you, to behold and teach the clearer truth, you fail to keep pace with the divine order.

To this conformity of man's will with the divine will we give the name holiness. There have been saints in all ages; canonized by their service to mankind if not in the calendar of the church. Holiness is not professed, not even a conscious possession, for its very nature requires abnegation of self, a submergence of the personal and individual in the purpose of the Infinite.

We hav not the ascending order of the qualities of character that make for efficiency—**knowledge** of our particular problems, **skill** in manipulating the means of their solution, **helth** and **happiness** as conditions in the acquisition of skil, the social virtues that make for co-operation, **culture** that unfolds to the reason the relativ values of things, the righteousness of life and the passion for justis that energizes the soul and lastly, unity with the divine wil in the execution of the divine purpose.

It is to individual faithfulness, it is to the energy of the private conscience, it is to the courage and conviction of each of us that God has committed the real history and progress of mankind. In the scenes wherein we daily move, from capacities common to all of us, must drop the seeds from which, if ever, the Paradise of God must grow and blossom upon the earth. He that can be true to his best nature, who can yield obedience to its holiest promptings, who has been illumind by knowledge and armd with skil can lead the true life of efficient servis to his generation.

#### **Members of the Class of 1914:**

You ar about to go forth from these halls to become a more positiv force in the life of our state. You ar going at a time when your servises ar needed. The rapid expansion of our public schools, the extension of its courses into new fields, the discrediting and abandoning of branches and methods formerly held of high educational value make this a critical period in the development of education. Its problems demand the best thought of the best brains of today. You wil be aggrievd at times by the inertia and indifference of the people for whom you work, by their commonplace and obsolete views of education, by the limitations by which you ar hamperd. But like the good old Puritan captain you should praise God and take courage. Perfect yourselfs in the technique of your art, in the knowledge that informs it, in the culture that illumins it, in the devotion that sanctifies it. Work strenuously and cheerfully toward the better day that is sure to dawn upon you.

These ar days of great movements outside the narrow walls of the school. Yet all of them concern you and your work and the children committed to your care. As men and women you cannot be indifferent to the aspirations of mankind. May it be yours to share in the vision of the better day they promis and enlist as good soldiers in the army of progress. Do not be afraid to stand alone or to champion unpopular causes. In controverted questions minorities ar generally right. The whole history of mankind shows that every victory of reason over unreason has been won by reformers who rusht in where angels feard to tred until by and by the path became a beaten one and even the angels wer not afraid.

You should realize that the work to which you ar cald is not a work of selfishness. It is not a work to exalt yourself, but an opportunity to serv. Teaching is not an occupation in which men grow rich in purse, but a servis in which the love and gratitude of the coming generation will be your reward. It is not a business that wil bring you an early competence, but rather a business in which you can invest all you hav and all you ar in the personalities, the characters, the efficiencies of coming men and women.

## UNIVERSITY FOR THE QUARTER

The report of the number of students enroll in the school during the year June 19, '13, to June 19, '14, has been completed and the figures are the largest ever recorded at the institution for an equal length of time. The grand total number of students enroll during the past twelve months is 3,123; of these 515 are in the model school, 217 in the University high school, and 2,391 in the normal school and teachers' college. During the summer of 1913 there were 1,800 students enroll. A total of 781 students have been enroll in the normal school and teachers' college since September, 1913.

It is interesting to know the counties from which the larger number of students come. Of the 102 counties in Illinois, ninety-five were represented. Every county in the state with the exception of DeKalb, Dupage, Hardin, Johnson, Kendall, Mercer and Winnebago, were represented by students in the University during the past year. This is the largest number of counties that have ever been represented at the institution. In the number of students coming from the various counties, entering the normal department, McLean is far ahead of any others, the total number of this county being 423. The other counties sending the larger numbers are as follows: Macoupin 110, Peoria 97, Woodford 84, Sangamon 97, Tazewell 71, Macon 62, Vermilion 60, Piatt 58, Livingston 58, Ford 58, DeWitt 53, St. Clair 51. The other counties sent smaller numbers.

During the past twelve months students from twenty-one other states have attended the school sending a

total of thirty-five students, as follows: Pennsylvania, one; North Carolina, one; Oklahoma, one; Georgia, one; Iowa, two; Arkansas, two; Colorado, one; Michigan, one; Wisconsin, two; Montana, one; Missouri, six; Vermont, one; California, one; Kentucky, one; Texas, one; Philippine Islands, one; Indiana, three; North Dakota, one; South Dakota, one; Nebraska, three, and Kansas, three.

During the spring term more than 100 students have entered the school. This is due, to a great extent, to the installing of the new mid-spring term.

The first term of summer school began Monday, June 8, at the university, being the fifteenth annual session to be held at the state school.

A total number of 124 courses are offered to teachers of the state. Studies are wholly elective, no one being debarred from classes except in certain instances where certain foundation is necessary for admission to that subject. Forty-eight members of the regular university faculty will teach and there will be thirty-eight additional teachers.

The thirty-eight additional teachers secured are as follows:

Eula Atkinson, Montgomery, Ala., education.

Florence Bullock, A. B., New York, history and civics.

Antonio Cirino, Providence, R. I., art.

Florence Allen Crocker, A. B., LaSalle, literature.

Hattie Roselia Dahlberg, New York, household science.



Anthonette Durant, A. B., Platteville, Wis., grammar.

Henry Hugh Edmunds, Clinton, mathematics.

Carlton Durward Garlough, A. M., Jerseyville, mathematics.

Myrtle Grace Gentry, Kansas, grammar.

Leonide Girault, St. Louis, Mo., primary instruction.

Helen McCord Hampson, A. B., Faribault, Minn., literature.

Daniel Hannon, Oak Park, arithmetic.

William Hawkes, A. B., Litchfield, arithmetic.

Harold Francis Janes, Birmingham, Ala., art.

Guna C. Kelley, Clinton, music.

Frances Russell Lindsay, Chicago, elementary design.

Myrtle Lisle McClellan, B. S., Los Angeles, Cal., geography.

William Wright McCulloch, Pontiac, arithmetic.

Ruth Ellen Moore, A. B., Bloomington, grammar.

Grace Arlington Owen, A. M., New York, reading.

Harry Ambrose Perrin, Lincoln, education.

Maud S. Robinson, Peoria, physical training.

John Lee Scott, A. B., Springfield, history and civics.

Ruth Virginia Simpson, Menominie, Wis., household economics.

James Henry Smith, Lexington, physics.

John Elbert Stout, Ph. M., Mt. Vernon, Iowa, education.

John Arthur Strong, B. E., Oak Park, civics.

George Sype, A. M., Austin, physics.

Joseph Edward Teder, Ph. B., Chicago, mathematics.

Ruth Upham, Aurora, art.

Harley Jones Van Cleve, A. M., Urbana, biology.

Laura Van Pappelendam, Chicago, elementary design.

Harry Dwight Waggoner, A. B., Urbana, zoology and physiology.

Isaac Newton Warner, B. S., Platteville, Wis., mathematics.

John Hamilton Whitten, A. B., zoology and botany.

Susan Elma Wilcox, A. B., Springfield, literature.

Bristol Emerson Wing, La Salle, manual training.

The university commencement was held June 4th in the manual arts auditorium, the following program having been arranged:

Invocation....Rev. E. K. Masterson

1. Organ solo (a) Processional, Rogers; (b) Minuet in A,..... Boccherini  
Mr. Carl Smith.

2. Flowers, Awake!...H. W. Warner  
Girls' Glee Club.

3. Vocal solo ..... Batten  
Miss Bernice Peadro.

4. (a) Absent.....Metcalf-Lynes  
(b) One Summer Day.Mrs. Beach  
Girls' Glee Club.

5. (a) Spin, Spin.Swedish Folk Song  
(b) Oft in the Stilly Night....  
.....Irish Folk Song  
Boys' Glee Club.

Seven commencement speakers were heard, three having been chosen by the faculty and four by members of the class.

Theme "Dramatics in the High School," Miss Mildred Felmley, Normal.

Theme "The Relation of Education to the Growth of Popular Government," Harry Lathrop, Sumner.

Theme "The Problems of Moral



Education," Ralph Ellwood Garrett, Athens.

Theme "The Relation of the Kindergarten to the Public School," Mary Adeline Stevenson, Chillicothe.

Theme "The Correlation of the Domestic Science Phase of Industrial Education in the Elementary Grades," Mary Frances Sullivan, Freeport.

Theme "Goethe's Pedagogy," Thos. Peter Tammen, Nokomis.

The commencement exercises of the country school department and the University High Country School school were held in Commencement. the university auditorium the afternoon of June 3rd.

President David Felmley gave a brief introductory statement at the beginning of the afternoon program, telling of the difference in the teaching profession in the country and in the city.

The address before the graduates was delivered by Dean Eugene Davenport, of the College of Agriculture, Urbana, on the subject: "Rural Problems in Illinois."

Louis Hertel gave a short talk in behalf of the class, telling of the work in the department, the country school problems and consolidation.

The program closed with the presentation of the diplomas by President Felmley.

Miss Frances E. Foote, third grade critic teacher, has been elected dean of women and head

To N. Dakota of the story telling School. department in the state normal school

at Valley City, N. D., to begin her duties next fall at a salary of \$1,575. Owing to her excellent work in the local institution, this is a deserving

promotion for Miss Foote. She came to Normal more than three years ago, taking up her work as third grade critic and charge of the story telling department, the latter work being done more thru the summer, altho it was carried on thruout the regular school year.

For two years previous to coming to Normal, Miss Foote spent her time in traveling over the United States telling stories, visiting the larger cities. She came to Normal from Los Angeles, Cal., where she had been doing this kind of work. She was also for a time principal of the Whittier school at Oak Park. She has attended Chicago university and during the summer term has attended at North Adams, Mass.

Miss Foote has also done a great deal of institute work thruout this section of the country, especially in the interests of story telling, and her ability at this is well known in educational circles. She has organized a number of story telling leagues in this state and has very successfully had charge of such an organization in Normal. Her presence in the school faculty and friends of Normal will be greatly missed, but the responsibilities and better salary are such that it is to the best advantage that she leave her present position and take up greater work. She goes to the regret of her many friends and also to herself, but with bright prospects for the future. As yet no one has been selected to fill the position left vacant by the recent resignation in the faculty for the next year.

For the directorship of the country school department the services of Edgar Packard, of Berlin, Wis., for the past five years principal of the Green

**New Faculty Members.**

Lake county training school, have been secured. Mr. Packard was brought up on a farm, receiving his elementary education in rural schools; was graduated at the Indiana State Normal School, and afterwards studied education and English in the University of Chicago, and agriculture in the University of Wisconsin. His experience as a teacher consists of four years in rural schools, twelve years in graded and high schools of Indiana, two years in charge of the normal department at Grand Prairie Seminary, Onarga, three years as head of the English department in the State Normal school at River Falls, Wis., five years as principal of the County Training school in Berlin, Wisconsin.

For the fall term, Mr. Packard will be employed to visit and inspect rural schools of the state for the Illinois state survey, which is now being made.

As assistants in the department of domestic science Miss Edna F. Coith, of Manhattan, has been employed. Miss Coith received her early education in the model school connected with the Illinois State Normal university, from which she entered the Normal university itself, graduating in the class of 1906. The next two years she served as instructor in English in the Carrollton high school, the next four years she lived on a Kansas farm assisting in the work of the home, having entire charge of the household for two years. For the past two years she has been a student in home economics in the Kansas State Agricultural college, from which she expects to graduate this summer with a degree of B. S. in home economics.

As assistant in physical education for women Miss Lydia Clark, of Wellesley, Mass., has been engaged. Miss Clark is a graduate of the Bos-

ton Normal School of Gymnastics, has spent two years in New Jersey as a teacher of physical education, and during the past year has been doing graduate work in Wellesley.

The faculty and students of the Illinois State Normal University enjoyed an unusual

**Prof. Salisbury** privilege on May 27, **Visits Us.** when Prof. Rollow

D. Salisbury, of the University of Chicago, visited Normal. Prof. Salisbury is dean of the Ogden Graduate School of Science, and head of the department of geography in the University of Chicago.

At the general exercises Prof. Salisbury spoke to the entire student body, including the high school, of the University of Chicago with which he has been associated for many years. He spoke especially of the work of the graduate schools of the University. Graduate work is emphasized at this university, there being over 1,000 graduate-students enrolled.

Prof. Salisbury spoke enthusiastically of the earnest, excellent work done in the University by Normal School graduates. He states further that in his estimation three of the leading Normal schools, of which the I. S. N. U. is one, send to the University students who do exceptionally strong graduate work. The members of the Teachers' College course were interested in his words as to recognition of our Bachelors' Degree at Chicago. Graduates of our Teachers' College will be received on an equal footing with graduates of any college. All candidates for advanced degrees at Chicago must satisfy the authorities as to the nature of their undergraduate work.

Prof. Salisbury spoke especially of the entrance of our degree students into the department of geography at

the University. Students who have done the required nine courses here in geography in the Teachers' College Course will be admitted to the graduate work of the geography department and may finish their geography work leading to a master's degree in one year.

Wednesday evening Prof. Salisbury was the guest of honor of the Science Club. A reception was held in the north office from 5:45 to 5:30. The company, consisting of eighty club members and guests, then withdrew to the dining room in the Manual Arts building. After dinner Prof. Salisbury lectured to the club on Porto Rico.

The Science Club members are still congratulating themselves upon being able to secure Prof. Salisbury as their guest.

Representatives of the Philadelphian Literary society of the Normal university won first in the declamation and **We Win** first in oration in the **Two Firsts.** contest held at the Northwestern university by the Illinois Association of Literary Societies. Miss Helen Winchell, of the local school, won first honors in the declamation, giving "The Littlest Rebel." Second honors went to Miss Johnson, of Northwestern university, her subject being "Enoch Arden."

Moses R. Staker, of the local university, won first place in oratory, receiving the unanimous vote of the judges. His subject was "Our Nation's Greatest Task." With the same oration Mr. Staker won in the Edwards medal contest, the state contest at Macomb and second place in the interstate contest held at Cedar Falls, Iowa. Second and third places went to William and Vashti and Blackburn college, respectively. A

gold medal was also given for first place and a silver one for second in the oration.

The meeting held this year was the first of the association and proved very successful. Next year the contest will be held at the I. S. N. U., the date to be set later and the character of the contest will be fixed according to the conditions at that time. Officers for next year were also elected and Mr. Levi Lathrop, of the I. S. N. U., was elected secretary. The other officers were: President, Mr. Traxter, Northwestern; vice-president, Mr. Holgreve, Carthage.

Ex-Gov. Joseph Fifer, of Bloomington, gave an interesting address at

the university in observance of Peace **Ex-Gov.** Day. Mr. Fifer was **Fifer Speaks.** applauded a number

of times during his thirty-minute talk, which was one of the best that has been given at the school this year. His subject was "Peace and War."

Pablo Bueno, a well-known Filipino student in the Normal University during the two **Chosen** years 1904 to 1906,

**Lieut.-Governor.** gave up teaching in 1912. Since then he

has served as clerk of the Provincial Governor and recorder of the Provincial Board of Oriental Negros. At a recent election he was chosen Lieutenant Governor of a sub-province, Siquijor, a small island south-east of Dumaguete, built up largely of corals, where nearly sixty thousand people live at present. They are the most pacific and progressive people in the island and the most obedient to law and authority. Mr. Bueno is the first Government Student ever elected to a public position in the Philippines. His candidacy for the position

was strongly supported by the official element. His opponents were, an American who had held the position for over six years and had made many improvements of permanent value in the island, and a Filipino who for several years has held the position of municipal resident in one of the larger municipalities of the island.

Governor Bueno may now be expected at Larena Siquijor, the capital of the sub-province.

The Young Women's Christian Association considers itself fortunate in securing Miss **Secretary** Bessie H. Dunning, **Chosen.** of Stevens Point, Wis., as general secretary to succeed Miss Diehl.

Miss Dunning is a graduate of Lawrence College, Appleton, Wisconsin, and for the past four years has been teaching literature in the Stevens Point high school. While in college she served as president of the Y. W. C. A. for one year, and was at all times active in the work of the organization. She will undoubtedly prove an able director of the work.

Mr. Arthur R. Williams, of Highland Park, has been chosen as the **New Teacher** **Chosen.** commercial department to be installed in the Normal university at the beginning of the fall term. Mr. Williams has been head of this department and director of athletics in the Deerfield Township high school in the above named city for the past ten years, and comes to the local university highly recommended. He is a graduate of Sault Ste. Marie high school and has been a student at the Armour Institute, Kenyon College, and the University of Michigan.

Prof. H. H. Schroeder, of the department of education at the university, delivered the baccalaureate address to the graduating class of the normal school at Whitewater, Wis., on June 14th. Professor Schroeder was formerly a member of the faculty in the Wisconsin institution and taught there for twelve years, coming to Normal last fall.

The game of baseball played on the campus June 23rd between the team representing the class of 1913 and class of 1914 of the I. S. N. U. resulted in a victory for the former by a score of 11 to 10 after an extra inning was played, the count being tied at the end of the game, 8 to 8.

The game attracted a large number of the summer students and ended in an exciting manner. The first part of the game was uninteresting, but ending in a tie became more exciting.

It will be of interest to many of the alumni to know that President Felmley is the owner of a new Jeffery touring car. It is doubtless the wish of these friends that, as the result of this investment, his energies may be renewed, his life prolonged and his services to the institution long continue.

Mrs. Barber, mother of Prof. Fred Barber, and his son, Lawrence, of Florence avenue, are visiting in the west. Mrs. Barber will go to Prescott, Ariz., and the son will accompany her as far as French, N. M., where he will visit relatives and also at the home of



James Adams, former resident of this city. Later Mrs. Fred Barber and children will leave for Colorado, where they will spend the summer.

One of the best plays that has been given in Normal this year was "The Fortune Hunter," presented by the junior class in the auditorium May 25. In past years the junior class has had the reputation of giving first-class productions, and the one given this year was well up to their standard. It was repeated as a number of the summer entertainment course.

The annual faculty entertainment to the summer students took place on the campus Friday evening, June 12, from 7 to 9 o'clock. Practically all the students and teachers, numbering in all about 1,500, were present and the evening was an enjoyable one. The Bloomington band rendered a concert during the evening.

Miss Irene Blanchard, a former member of the faculty at the university, visited friends in this city the first two weeks of June. She has been studying medicine at the Johns Hopkins university at Baltimore, Md., and left for Ann Arbor, Mich., where she will do summer work.

Normal residents have received copies of the quarterly bulletin of the State Normal school at Plattville, Wis., in which appears a picture of Prof. Fred T. Ullrich, formerly director of the training school at the local

university, and who is now teacher of biology and agriculture in the Wisconsin school. The booklet deals largely with the agriculture course in the school, in which much good work is being done.

Mr. N. V. Lindsay, the Springfield poet, who appeared in Bloomington gave a number of his writings before a good crowd in the university auditorium, May 26th. He gave a number of his favorite poems, among which were "The Single Tax," "What Grandpa Told the Children About the Moon," "The Story of the Industrial Crisis," "The Wizard of the Street" and "General Booth Enters Heaven."

The officers elected for the Country Life Club are as follows: President, Oral Grounds; vice-president, Mabel Youngblood; secretary, Bertha Sutter. The program committee consists of the following members: Mary Hahn, Josephine Shenk, Arthur Phelan and J. W. Robinson. The club presented Miss Carney with a beautiful pennant and traveling case.

#### Teachers Secure Positions.

During May and June a number of students at the university accepted positions to teach during the ensuing year. They are as follows:

Thomas Lancaster, superintendent at Melvin.

Helen Karr, grade position, Lincoln.

Bertha Doyle, grade position, Decatur.

Zelma Pierce, grade position, Wena.



Mary L. Stewart, grade position, East St. Louis.

Antonette Smith, grade position, Momence.

Martha Bahnsen, grade position, Danville.

Mabel Kuse, grade position, Danville.

Lois Harper, eighth grade, Melvin.

Moses Staker, a graduate of the teachers' college, has been selected superintendent at Delavan.

Mr. O. M. Smith, a former graduate of the university, and who has been teaching in Tiskilwa the past year, has been chosen superintendent at Depew.

Misses Magdeline Mutschman and Beulah Mitchell will do departmental work at Batavia.

Gussie Schneider, Latin and German, Moweaqua.

Katherine Turner, primary, Chicago Heights.

Edna Lutz, grade position at Heyworth.

Carrie Blair, grade position, Mackinaw.

Lillian Scrogin, school in Montana.

Dale Changnon, principal of ward school, Chicago Heights.

Grace Collins, grade position, Blandensville.

Ivy Compton, primary, Scotland.

Geraldine Swarm, music and English, Odell.

Bert Reeves, principal, Leroy.

Mildred Ross, high school position at Rutland.

Zuleika Mitchell, high school position, Granville.

Boyd Whisnant, superintendent at Metamora.

Mr. S. M. Coddington, who has been teaching in Kansas during the past year, has accepted a position as superintendent at Blandensville for the ensuing year.

Merton Hargitt, of East Mulberry

street, has accepted a good position in the city schools of Evanston, Ind.

Mr. Karl Zehren has been elected to the position of teacher of science and agriculture in the White Hall high school for the coming year. He will also assist in the coaching of athletics in the school.

Miss Estell Fritter, of Broadway, has accepted a position as teacher of English in the township high school at Assumption for the ensuing year.

Mr. T. Burr Crigler, of North School street, has accepted a position as teacher of manual training in the Polo high school for the coming year.

Mr. Frank Moore, who taught for the past two years in Polo, will go to Cleveland, Ohio, next year.

Christopher Cooper, a senior of the university, has secured a position as principal of the ward school, of eight rooms, in Mt. Pulaski.

### Another Degree.

A new feature of the Normal School Quarterly, which has just been published, is the four-year course in agriculture, in which, when completed, the student is granted a degree. With the opening of the university farm, its buildings, equipment and facilities, and the new courses installed this advancement is possible. At the end of two years the regular normal diploma is given and when four years are completed the degree is granted.

### Summer Entertainment Course.

The summer entertainment course this year was the equal of any so far given. The weather was especially propitious on the evenings of the Senior Play and the Coburn plays for out-of-door performances. The Junior and Senior plays were exceptionally well given. As usual Coburns pleased every one. The musicale was well

renderd, showing Mr. Westhoff's efforts and training. The program for the course was as follows:

Friday evening, June 19, Senior Play—"The Tempest."

Friday evening, June 26, Junior Play—"The Fortune Hunter."

Friday evening, July 3, Coburn Players—"Joan of Arc."

Saturday, matinee, 4 p. m., Coburn Players—"Merry Wives of Windsor."

Saturday evening, July 4, Coburn Players—"Merchant of Venice."

Thursday evening, July 16, Summer Chorus—"The Belle of Barnstapolee."

#### Addresses Students.

Prof. A. E. Winship, editor of the New England Journal of Education, gave two addresses to the summer students on June 29th.

#### To Normal U.

Given at the Chicago Banquet

John Ruskin says: "The entire object of true education is to make people not merely industrious, but to love industry—not merely pure, but to love purity—not merely just, but to hunger and thirst after justis."

This passage from Ruskin suggested to my mind a number of gems of thought which bear out his ideas. Marconi, the famous Italian inventor of the wireless telegraph, which has saved hundreds of lives from a watery grave on the highways of the great oceans, says: "I cannot remain idle. Ever since I was a child, I have had this feeling. Time means everything. If you cannot do a thing here, do it elsewhere. In an hour gained may be accomplisht the one thing you have been striving for."

Alexander Hamilton is known as the financial genius of early American history, but Hamilton says: "All the genius I have lies just in this: When I have a subject in hand I study it profoundly. Day and night it is before me. My mind becomes pervaded with it. I explore it in all its bearings. Then the effort which I make the people are pleased to call the fruit of genius. It is the fruit of hard labor and concentrated thought."

And then I have in mind a quota-

tion from Horace Mann: "Lost, yesterday, some time between sunrise and sunset, two golden hours, each set with sixty diamond minutes. No reward is offered, for they are gone forever."

Then we come to Ruskin's second thought—love of purity. Purity in the individual finds expression in character. George Washington, the ideal which we hold before our school children everywhere is quoted as saying: "I hope I shall possess firmness and virtue enough to maintain what I consider the most enviable of all titles, the character of a pure and honest man."

Character is the result of every single impression with which one comes in contact. Another that which comes to me is a quotation from an anonymous author: "No one but yourself can make your life beautiful, no one can be pure, honorable, and loving for you."

Ruskin's third thought is justis. We hear it said on every hand that in this great complex world of ours there is much injustis done, but that every one disclaims doing any injustis. True it is, however, that you and I and every one else inflict injustis upon many of our fellow men. The correct statement would be that every one does injustis. This thought

is most beautifully exprest by Walter Browne:

"Be merciful, be just, be fair,  
To every one, everywhere.

Our faults are many. Nobody's to blame."

These I believe to be some of the traditions of Normal University, Industry, Purity, and Justis. And they are strongly upheld today by our excellent president, Mr. David Felmley, and the equally excellent faculty which he has gathered around him. We sometimes hear it said that Normal has no traditions but Normal does have her traditions. And may we ever be able to say to those young people who enter these halls:

"Learn, and love, and so depart,  
And sing thou with thy wiser heart,  
Long live Normal U."

RICHARD DUNN.

#### **Austin C. Rishel.**

In Memoriam.

He entered the Normal School in the fall of 1878 and graduated with the class of '84. After graduation for two years he was the principal of schools at Paxton, Illinois. For the next four years he was the principal of the schools at Gibson. The next two years, '90 and '91, he attended the University at Jena, and also at Halle. On his return he was for five and one-half years in the science department of the Lake View High School; was principal of the Ogden school for six and one-half years; was principal of the Audubon for three and one-half years and was Examiner for the Board of Education of this city from 1908 to the time of his death in December, 1913. He was a member of the National Educational Association, together with other societies.

This is a brief enumeration of the periods of the life of Rishel.

Beginning with his childhood each period was crowded with laborious and successful work. He worked on the farm while acquiring his elementary education; and while acquiring his elementary education he earned the money for his first period of study at the Normal School. After that was exhausted, by work and by teaching, which is also work, he earned the money with which he paid the expenses of his education.

After six years, alternately at work and in school, he finally, in 1884, completed the course at Normal and was well equipped to begin the real work of his life as a teacher. The record of his life shows no backward step, but every movement was forward and an advanced position once taken was never relinquished until one farther forward could be taken and held. His work had given him a remarkably wide experience of pupils, of teachers and of life. From the occasional teacher of a district school to the Examiner for the Board of Education of the City of Chicago shows a wonderful growth, in attaining which he had acquired a great wealth of experience, of knowledge, and of wisdom. He was a good teacher; he was a good manager of a school; he held the affection of his pupils and the loyalty and good will of all of his teachers; he was highly regarded by the principals and all those with whom his educational work brought him in contact. In whatever walk of life those who knew him were his friends.

He was one of the earliest and most loyal members of this club and did as much as any other to start it to a large membership and to make it the success which it is. He was a member of the Baptist church and lived and died in faith. He was never so crowded by the demands of society

and the school that he could not find some time to do the distinctiv work of the Great Master whom he servd thruout his life.

Of Mr. Rishel's work during the last five years of his life Chamberlin '79, who debated with him for Philadelphia, has kindly written as follows:

Rishel held for six years the offis of examiner for the Board of Education. This was at the time a new position. Before then the work of examining teachers had been conducted by the various persons appointed to that duty, either by the superintendent of schools or the Board of Education. These persons had looked after the work of examinations as an incident of a larger general work. Rishel was the first to devote his whole time to this important business.

Rishel, by temperament, education and training had rare gifts for the work on hand. A more comprehensive range or knowledge could hardly be required in any line of activity. This will be appreciated when it is understood that the range of examinations extends from those given to sixth and seventh grade pupils who are slow in academic work and wish to enter the industrial class, to the examination of the candidates to teach such specialties as physics, mathematics and Latin, and that the requirements for these examinations are such as to necessitate post-graduate work in these branches. In the list are such subjects as home reading for boys in the parental school; horticulture for the parental school; special teacher of music in the high school and metalurgy for blacksmiths in the technical high schools. It is

not to be assumed that Mr. Rishel read all these papers, but he was responsible for the final form and the scope of all the examinations.

The keeping of the records and the maintenance of the integrity of the examinations demanded a high degree of business ability and absolutely adamantin resistance to all social and political pressure of those who ask undue favors; and no one who has not filled such a position as his can know how important this last quality is.

Another phase of the work of the examiner consists in the study of the institutions which send candidates to the examinations. This also calls for a fine discrimination in interpreting the work of the schools, both from visitation and from the work of the students as seen in the results of the examinations.

In all these particulars Rishel's success was pre-eminent. The standard of the examinations was steadily elevated. Not a shadow of suspicion was ever raised as to the fairness and uprightness of the work. His unfailing courtesy to every individual; his tact; his sincere desire to satisfy the requests that poud in upon him was remarkt on every hand. Whether an applicant at the offis succeeded in getting what he wanted or not he went away sure that Rishel had exhausted every effort to give him all the help that was possible.

In the great plan of the universe the time appointed to him had come. His work was done. He had fought the fight. He had kept the faith. He had finisht the course, and he went to receiv his crown of life.

WM. DUFF HAYNIE.

## THE ALUMNI

### Chicago Club.

The annual Chicago reunion and banquet was held Saturday evening, May 9th, in the City Club rooms of Chicago. A large number were present. This year President Felmley was the guest of honor. The following program of toasts was given at close of the dinner:

The Lord's Prayer.....  
Mrs. Amy Kellogg Hovey Straight  
Dinner

Business Meeting and Election.  
Vocal Solo, (a) An Open Secret  
Woodman; (b) Come Down  
Laughing Streamlet, Spross.....

Mrs. Amy Kellogg Hovey Straight  
The Guest of Honor.....

.....Dr. John W. Cook  
The Redirected Normal School.....

.....Dr. David Felmley  
Vocal Solo, (a) In Blossom Time;  
(b) A Birthday, Woodman.....

Mrs. Amy Kellogg Hovey Straight  
The State Graduate in the City  
School.....Dr. Ella Flagg Young  
The Needs of the Class Room

Teacher..... Margaret Haley  
Austin C. Rishel—In Memoriam...

.....Wm. Duff Haynie  
The Demand and the Supply.....

.....John Calvin Hanna  
Chorus: "Illinois".....The Club

Since President Felmley was the guest of honor those of the alumni or the faculty who could, attended. Among, these were Misses Colby, Ela, Stork, Swainson, Dexheimer, and Messrs. Pricer and Barber. Miss Frances Crewes and Mr. Edward Freeman were delegates from the literary societies.

### Where the Class of 1914 Will Be.

Carl Nutty, Carrollton, manual training.

Frances Pond, Louisville, Ky., third grade.

Alice Quinn, Illiopolis, primary.

Lydia Rademacher, Riverside, language in lower grades.

Isa Skinner, Pawnee, third grade.

Martha Stevens, Minier, English and German.

Adeline Stevenson, Moorehead, Minn., second and third grades.

Idelle Schaeffer, Wenona, primary.

Mary Emily Smith, Lincoln, principal of ward school.

Grace Thomas, Champaign, fourth grade.

Chas. W. Smith, Winchester, superintendent.

Kate Harrison, Auburn, country school.

Eunice Walkup, Cerro Gordo, grammar grade.

Emmett Wheeler, Lexington, principal of high school.

Lois White, Heyworth, Latin, English and German.

Clare Whiteman, Princeton, principal of ward school.

Guy R. Buzzard, Harvard School for Boys, Chicago.

Beatrice Gibbs, Mansfield, grammar grades.

Lillian Hennessy, Joliet, grades.

Elizabeth Hart, John Swaney School, domestic science.

Leonidas Harr, Heyworth, superintendent.

Edith Little, Champaign, third grade.

Viola Mueller, Pawnee, fourth grade.

Mabel Groves, Danville, principal of ward school.

Ralph Garret, Wenona, superintendent.

Arthur Farrel, Decatur, departmental science.

Mildred Felmley, Paxton, English and sewing.



E. Marion Fritter, Fairibault, Minn., St. James School for Boys.

Edith Clippert, Lexington, English.

Ethel Cohenour, Roanoke, German and history.

Lucile Cooney, Champaign, fourth grade.

Julius Brandenburger, Freeburg, high school.

M. R. Staker, Delavan, superintendent.

Mary L. Stewart, East St. Louis, grades.

Gussie Schneider, Moweaqua, Latin and German.

Zulieka Mitchell, Granville, eighth grade and high school.

Mildred Ross, Rutland, mathematics in high school.

C. L. Cooper, Mt. Pulaski, ward principal.

Wm. Mayo, Witt, superintendent.

Thos. J. Lancaster, Melvin, principal.

Martha Bahnsen, Danville, intermediate grades.

Mabel Kuse, Danville, intermediate grades.

Stanislas Arseneau, Decatur, departmental work.

Walter S. Adams, Antioch, superintendent.

Ethel Albright, Kiverside, third and fourth grades.

Ethel Barnard, country school near Lexington.

Maple Bear, Pawnee, fifth grade.

Mae Bear, Pawnee, sixth grade.

Magdalene Mutschman, Batavia, departmental work.

Erwin Wirth, Sycamore, manual training, algebra and geometry.

Fremont Wirth, Cerro Gordo, superintendent.

Beulah Mitchell, Batavia, departmental work.

Sam Stout, Decatur, manual training.

Boyd Whisnant, Metamora, superintendent.

Estelle Fritter, Assumption, high school, English.

Geraldine Swarm, Odell, English and music.

Grace Collins, Blandensville, mathematics and English.

Edna Lutz, Heyworth, primary grade.

Bert Reeves, Leroy, principal high school.

Grover Holmes, Minier, superintendent.

Catherine Barr, Wilmington, primary.

Josephine Hedge, Paxton, primary.

Ruth Davis, Woodford County Y. W. C. A. Work, with headquarters at Minonk.

Ella Dean, Senior College, Normal.

Karl Zehren, Whitehall, agriculture.

Frances Crewes, Atlanta, high school.

C. F. Sheets, Hammond, principal.

Roberta Davis, Roodhouse, Latin and English.

Martha Bateman, country school near Cisco.

Bertha Doyle, Danville.

Olive Blevins, Heyworth, assistant principal.

Edith Clippert, Lexington, English.

Mrs. Nelly Downs, Pontiac, grades.

H. J. Cinebell will study agriculture at Champaign.

Levett Kimmel will study agriculture at Champaign.

Harry Lathrop will do advanced work at Chicago or Columbus.

Jean Henry Hoopeston, fifth grade.

Mamie Huxtable, Gilman, high school assistant.

Margaret Loehr, Roanoke, German.

Talmage Petty, principal Normal high school.

Mae Pollock, Harvard School for Boys, Chicago.

Edward Freeman will probably attend Columbia Teachers' College.

#### O. J. Milliken Changes Position.

Orris J. Milliken, '84, for some years principal of the Sumner school, will next year take charge of the John Worthy school. Mr. Milliken's work in managing and developing boys by work, as well as play, on his Wheaton farm has come to the notice of Mrs. Young, superintendent of schools, and she has recently appointed him to this position.

The John Worthy school is to be moved from its present location, within the Bridewell grounds, to a ninety-acre tract of land belonging to the city, after a new building has been erected, and here the "bad" boys of Chicago are to be given their chance to "make good."

The project is a joint enterprise of the city government and the board of education. Work in the open and the care of "green things growing" has been found to be a wonderful specific for much of the **badness** of the Juvenile Court boy. Ninety per cent. of these boys, according to Judge Pinckney, have shown that it is worth while to give this kind of boy his chance.

Mr. Milliken's work will be watched with interest by many. The working out of his ideas, guided by his past experience gives promise of success. The good wishes of his friends are with him.

#### Alumni Dinner.

The annual alumni dinner at the university was held in the university gymnasium on June 4th, immediately following the commencement exercises in the auditorium. Dinner was

served at 12:30 to the large number of seniors and their relatives and friends, together with many of the alumni. Following the dinner a short program was rendered, addresses being given by Mr. B. C. Moore and Mr. Richard F. Dunn, and a response by Ralph Garrett, president of the class of 1914.

The election of officers was held and Mr. H. H. Russell was re-elected president of the association, and Miss O. Lillian Barton, secretary; Mr. G. M. Cade is the treasurer and Miss Laura M. Dexheimer the vice-president, these positions being held over. Mr. E. A. Messenger, of Paxton, was elected a member of the executive committee.

#### Class Reunion.

On July 6th the class of 1913 had a reunion and picnic in Miller Park. The plan was worked out by the members who are here in summer school, and it is intended to make it an annual event. About fifty of the class were present and greatly enjoyed the affair.

Mr. Bert Hudgins, president of the class, was toastmaster. The following program was given after the supper:

"Athletics, Junior and Senior".....  
 ..... Fred Hartin  
 "The Junior Roast".....Hattie Deimer  
 "Arizona," .....Hazel Myers  
 "Publication,".....Howard Johnson  
 "Hallowe'en" .....Earl Hiatt  
 "Banquets,".....Bessie David  
 "Reminiscences,".....  
 .....Edmund Augspurger  
 "Publicity, Tenants," etc.,.....  
 .....Mary Yoder

#### Alumni Notes.

'09 Myrtle Scott returns to Winchester high school next year.

'12 Henry Schneider returns to Cleveland next year at \$1,500.

'13 Edna Zellhoefer will be at Sparland.

'13 L. Ada Kreider will change from the principalship of the Washburn schools to the superintendency.

'10 Lura Abbott returns to Urbana next year.

'13 Jane Robertson will teach at La Harpe, during 1914-15.

'13 Bessie Baird will teach in Normal high school.

'13 Arey Richards, who taught at Tallula last year, will teach science in the Leroy high school.

'13 Maurine Bryant returns to Colfax for 1914-15.

'13 Henry Porter will return to Normal next year and do senior college work.

'13 Elsie Wetzel will teach mathematics and economics in the Carrollton high school.

'14 H. T. White will be superintendent at Carlinsville for the second year at a substantial increase in salary.

'13 Bert Hudgins will return to Normal next year and finish the Teachers' College work.

'13 Geo. White returns to Saybrook next year.

'13 Wm. Hemmer will return to Normal next year and finish the Teachers' College work.

'12 Chas. Briggs, who taught at Minonk last year, goes to Franklin next year.

'12 M. C. Welch will be principal at Wataga.

'13 Hattie Diemer, who taught in the Litchfield high school last year, has resigned her position and may return to Normal next year and do Teachers' College work.

'13 H. A. Johnson will study law at the University of Montana at Missoula next year.

'14 Harry Lathrop, B. E., will attend either Chicago University or

Columbia University next year.

'03 H. A. Perrin taught in the education department in the first summer term at Normal.

'01 Wm. Hawkes has been teaching arithmetic this summer in Normal.

'95 H. H. Edmunds has been teaching arithmetic in the summer school.

Miss Florence Bullock, who attended the I. S. N. U. several years, has been teaching history in the summer school. Miss Bullock has spent the past year in Columbia.

'13 E. W. Bowyer retains his position as instructor in mathematics in the Pontiac high school at a substantial increase in salary.

'08 Bessie Bessell is teaching at Sanger, Cal.

'13 Mathew Jack will teach manual training in the Kankakee high school again during the coming year.

'13 Clara Clayton will again have charge of music and drawing at Effingham.

'99 Mary C. Sterrett spent the past year in the Teachers' College at Columbia University.

'92 Enid G. Thayer publishes the "News That Is News" in the "Official Paper of Sanders County," at Thompson Falls, Montana, and writes that the Quarterly is the "sole" reminder of Normal days.

'99 Lida B. Mix has attended the University of Chicago during 1913-14.

'03 Anna Weimar received the degree B. A. at Chicago in June, 1914.

'03 Mary Himes is at home in Toulon this summer.

'11 Thos. Finley is attending the University of Chicago this summer.

'06 Edna F. Coith will teach domestic science in the I. S. N. U. 1914-15. Miss Coith has specialized in the work at the University of Kansas.

'12 Glen Griggs will teach biological science work in the Clinton high school 1914-15.

'13 Hallie Bell will teach in Indianapolis.

'08 Geraldine Cartmell will teach in Indianapolis, 1914-15.

'13 Grace Pond will teach in Louisville, Ky.

'14 Fremont Wirth will spend the last six weeks of the present summer at the University of Chicago.

'14 Miss May Pollock has accepted a position as first primary teacher in the Harvard school for boys in Chicago for the ensuing year at a salary of \$1,000. This is the highest salary paid a woman teacher going from the local school this year, and speaks well for Miss Pollock.

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#### Engagement Announst.

Mr. and Mrs. David Felmley have announst the engagement of their daughter, Ruth, to Mr. Alva Brace Meek, of Carrollton, Ill. The wedding is to take place on September 1. The date was made known to a few friends of Miss Felmley at a Fourth of July brekfast on Saturday morning.

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The engagement of Miss Cecil E. Root to Mr. Brooks E. Wiles, both of the class of 1911, has been announst. The wedding is to be in the autumn. Next year Mr. Wiles will be superintendent of the Stamford school and Miss Root, his intended wife, will be principal of the school.

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#### Marriages.

A wedding that came as a great surprise to friends in Normal was that of Miss Estella Clayton, a summer student at the university, to Mr. Harold McDermott, of Cullom, the nuptial event being quietly solemnized in Peoria on Monday afternoon, June 29, at 2:30 o'clock.

Mrs. McDermott has attended the Normal University three years and for the past two years has been teaching in the public school of Cabery. She returned to Normal this summer to take up more work at the university and was in school all the time until the wedding.

Mr. McDermott is the son of Mr. and Mrs. John McDermott, of Cullom, and is well known in that community. He is engaged in the barber business in that place. The couple will reside in Cullom.

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Mr. and Mrs. Walter Adkins, of Ashland, spent a brief time in Normal July 2nd on their return from their wedding journey. Mrs. Adkins was formerly Miss Bertha Allen, who graduated from the university in the class of 1910. They were married at the home of the bride's father in Pittsfield. Mr. Adkins is a well-to-do farmer and the couple will be at home to their friends on one of his farms near Ashland.

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Friends of Mr. Ray Poptlett, '12, will be interested to learn of his marriage to Miss Fannie Reynolds at the home of the latter's parents, Mr. and Mrs. Thomas Reynolds, near Gibson City, recently.

Mr. Poptlett is the son of Mr. and Mrs. W. J. Poptlett, of Gibson City, and is quite well known in Normal. He completed the manual training program at the Normal University in 1912 and the following fall began teaching manual training in the Mattoon high school. He remained there one year and then accepted a better position as teacher of manual training in the Proviso township high school in Maywood, a suburb of Chicago. The bride is a sister of Mr. O. C. Reynolds, a graduate of this year's class.



**Denman-Shanklin.**

On June 24th at high noon, at the home of Mr. and Mrs. D. H. Shanklin, occurred the wedding of their daughter, Miss Olive Shanklin, to Mr. Verne Denman. They are both members of the class of 1912. They left for Columbus University, where the groom will study during the summer term. Next winter they will be at home in Decatur, where Mr. Denman teaches manual training.

**Fischer-Staker.**

Early in July at the home of Mr. and Mrs. Paul Fischer, in Staunton, was solemnized the wedding of their daughter, Miss Anna M. Fischer, to Mr. Moses R. Staker, of Groveland, and who completed the work giving him the degree of bachelor of education at the I. S. N. U. this spring. The event was quiet and only the immediate relatives were in attendance. After July 20 they have been at home in Delavan, where Mr. Staker has been selected superintendent of schools for the coming year.

**Births.**

Born, to Mr. and Mrs. S. J. Donaldson, of Chicago, in December, 1913, a daughter. Mrs. Donaldson was Miss Laura Masters, class of 1903.

**Additional Alumni Notes.**

'06 Henry Stice will be attending the University of Illinois 1914-15.

'09 Anna Pickert will again teach in the grammar grades of the McKinley school in Mason City, Iowa. The boys in her grade won the city championship in base ball for 1914.

'09 In September, 1914, Homer Couch will begin his sixth year at teaching manual training in the Rockford schools.

'12 J. Hardin Wheeler is studying

agriculture in the University of Illinois.

'12 Frank Moore will join the Normal manual training teachers in the Cleveland, Ohio, schools next year.

**A Letter From Africa.**

[Below is a part of a most interesting letter. We regret that the space in the present issue does not permit its being printed entire.]

"Batanga, Kamerun, West Africa, January, 1914.

"My dear Fellow-Alumni:

"The following brief sketch of native life in German Kamerun, describes a few of the things which I am constantly coming into contact with in my school-inspection work done under the direction of the American Mission in West Africa. I should like to mention scores of other things but these will have to wait for another time. The tours thus far made have been from the McLean Memorial and Efulen stations of the above named mission.

"The first step in preparing for such an inspection tour is to ascertain just where all the schools to be visited are located, the most direct routes from one to the other, and approximately how long it requires to get from one point to the next. The last named is particularly essential because the African native has little idea of time values, and a distance which he says will take three hours to cover may require only two and it may require six. Only the comparatively few of the younger generation who have sat for four hours a day in a mission or government school for one or more four months' terms seem to have any reliable idea of how long an hour is. The smallest unit of time in general use, therefore, is that from sunrise to noon or from noon to sunset—a somewhat awkward standard



when used by people unaccustomed to recognizing small distinctions. The time consumed by these people in performing any given piece of work appears to make but little difference, consequently the missionary has already performed a valuable service for him when he has taught him to have a right regard for the time at his disposal—the first element in making him a useful element of human society.

"The second step in the preparation for our trip is to make up into loads of convenient weight for carrying, the necessaries for such a journey, for transportation in this part of Africa (that is inland transportation) is practically all either upon the backs or heads of the natives. The load to be carried may not, according to the regulations of the German government, exceed thirty kilograms (about sixty pounds) in weight, and each carrier on the main arteries of traffic must carry a slip stating the weight (among other things) of the load he is carrying. The articles required for such a journey embrace food, bed, changes of wearing apparel, a chair, necessary toilet articles, water bottle, and such other articles as the traveler in question may have found to be indispensable in his daily life.

"While every one concedes the wisdom of drinking only water which has been thoroughly boiled, yet missionaries are generally not long upon the field before they begin taking large chances in such matters as one may readily see might easily be the case when the tropical sun is beating hot upon him, the carriers are far behind, and the camping place yet a long distance ahead. Under such circumstances he will either stop at some cool stream by the wayside or ask for water at a native hut, never stopping to ask the source from which

it was obtained or how many natives had drunk from the same water before his arrival. Precaution is more generally taken with regard to malarial infection, except sometimes in the matter of taking quinine in sufficient quantity.

"By far the greatest number of boys I meet ranging in age from seven to twenty-one years and very often much older, seem possessed of a consuming desire to learn German, and many of them as ardently desire to learn how to read and write their own language. This is one of the needs of the natives which the missions in Kamerun are trying to meet. In station and village schools of the American Mission in this colony are probably not less than ten thousand boys learning Bulu and German (although German is the official language in Kamerun; pidgin English is doubtless the most widely used throughout the colony). The present policy of our mission is to give the boys four years instruction in their native language first and then to follow this with five years in German. At the end of this time and often two years previous, they are sent out from the station schools as teachers into the village schools, where they give instruction in Bulu mainly. Boys who have finished their Bulu foundation are then received into the station schools where they complete their education in so far as an education can be offered them by our mission at present. Most of the village schools run only two two-months terms when the station schools are having their vacation, although an increasingly larger number are held for two four-months terms as are the station schools.

"In village schools are taught only the three R's, but in the station schools besides these are also taught in the German language geography,

history, grammar, elementary science and some drawing. The intention is to introduce instruction in elementary agriculture into these schools as rapidly as possible. Instruction of a high order has already been given for many months past at the Elat Station in carpentry, cabinet-making, shoe-making and tailoring, and the plant at that place is undergoing constant enlargement to meet the rapidly growing demand for instruction in these lines. The Bulu and German Bibles are being used as text-books in all our station schools, and the former also in all village schools, most of our boys after five years in the schools knowing more about the Bible than the average college graduate at home.

"The wages of teachers range from seven marks a month for undergraduates and from twenty to thirty marks a month for graduates, with suitable increases for both classes for longer service than one year. It seems to be the ambition of most of our graduates to get into the government service, though a sufficiently large number are entering the teaching profession and the ministry. When one remembers that the purchasing power of money is for the necessities of life for a native four or more times as great here as with us and that the native teacher's education has cost him practically nothing, these wages do not appear so small.

"The village school houses are built much on the fashion of the dwelling houses, except that they are more open at the sides and ends. The seats which are nothing more nor less than trees of a light wood, split in half and laid flat side down, are supported by stringers which rest on two rows of posts about four inches high, running lengthwise of the room. Where the tree was small two or more of these

halves are laid side by side to form the seats. Something less than one-half of the pupils in village schools are supplied with needed materials for carrying on their work to the best advantage. In the earlier days of the school, writing was carried on in some schools on the large leaves of the plantain, and in others writing and ciphering was done on the sandy surface of the ground, though the old-fashioned school slate has come to supplant these more primitive materials and in the station schools the use of scratch pads and writing tablets has become quite general. The pupils in station schools are reasonably well supplied with books and other necessary materials.

"The full dress of a Kamerun school boy usually consists of a hat or cap, shirt, and cloth which may be large enough to resemble a woman's skirt or it may be merely a loin-cloth. The shirt and cap are quite generally lacking and even the loin-cloth is reduced to a minimum in numerous cases. Up to the school age the boys are accustomed to wearing absolutely nothing. The dress of the teacher and evangelist is very often nothing more than that first described above, but particularly in the parts of the colony nearest the coast a full outfit, including trousers, coat, hat and shoes, is commonly worn by teachers and evangelists. Even when trousers are worn a cloth is sometimes worn over them. The tendency to ape the white man in matters of dress and also in some other things is very strong, and if the plan of the German government now on foot is realized in the colony, namely, the plan to encourage the natives in the pursuit of agriculture, we may expect in a reasonable period of time not only to see a considerable revolution in matters of native dress but also in everything else pertaining

to the home and social life of the natives.

"The work of school visitation is crowded full of interesting things. Certainly nothing can be more pleasant—seeking out these schools the way to some of them leads sometimes over rough paths, sometimes thru long stretches of primeval forest seldom visited by the white man, thru rivers and streams and mire, but ever so often and compensating, for all thru pleasant wooded paths carpeted by leaves, with the songs of birds charm the ear and the myriad variety of butterflies and flowers and curious plants to delight the eye, and pleasant streams with their rude but picturesque nativ bridges;—certainly he would be hard to please who could not find satisfaction in all these beautiful things. And then, above all, the knowledge so often borne in upon one that he is really engaged in the Master's own work where the harvest is so plenteous and the laborers all too few, is in itself a compensation which causes one to forget the blistered feet and the weary frame, the separation from home with its relatives and friends, and civilization with its conveniences and opportunities. And one betakes himself to rest after the long day's work with the sweet promise of the Word in mind: "He shall lie down and rest and his sleep shall be sweet." Wherever one goes he finds the natives hungry for the Word of God, consequently the work of the church is going forward with rapid strides in

this part of the world. Only two weeks ago an expedition started out with the purpose in view of selecting a location for a new station one hundred fifty miles further inland, and we are expecting rapid developments in the next few years. The greatest need we are experiencing just now is that for workers and we are sure that this lack would not long be felt could the young men and women of the church at home realize but half of the pleasure that attends the work in this field.

Having myself undertaken this entirely gratuitous servis for the church for an indefinit term of years out of gratitude for the generous mesure of the divine blessing which has constantly attended me from my youth up, I can strongly recommend, after practically a year of such servis, a like course to all those of my friends who have been led in their lives to recognize the guiding influence of that 'Providence which shapes our ends rough, hew them how we will.'

With hartiest best wishes to fellow-alumni and friends, and to all connected in any way with our alma mater to which we are all so deeply indeted, I remain,

Sincerely yours,

R. O. JOHNSON, '97."

#### Explanatory Note

The article in this issue by President Cook was given at the Chicago Alumni Club banquet. President Felmley's baccalaureate address is also printed in full in this issue.





UNIVERSITY OF ILLINOIS-URBANA



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